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ABSTRACT

This is a collection of papers related to psychological assessment and counseling in Puerto Rico. Included are: (1) an introduction (in Spanish), by Joseph O. Prewitt-Diaz; (2) "A Procedure for Constructing Valid Cross-Cultural Attitude Measures for Use in Puerto Rico," by Cecil R. Trueblood; (3) "Perfil de Personalidad en el Adolescente Puertorriqueno basado en el MMPI (Version Puertorriquena)" [Personality Profile in the Puerto Rican Adolescent, based on the Minnesota Multiphasic Personality Inventory (Puerto Rican version)], by Juan E. Nogueras; (4) "Formal Cross-Cultural Psychotherapy Research with Hispanic Clients," by Rowland W. Folensbee; (5) "Manifestaciones de Depresion en Puertorriquenos Migrantes a los Estados Unidos y Puertorriquenos Residentes en Puerto Rico" (Manifestations of Depression in Puerto Rican Migrants to the United States and Puerto Ricans Residing in Puerto Rico), by Mario A. Torres; and (6) "A Study of the Reliability of the Escala de Inteligencia Wechsler para Ninos-Revisada [Wechsler Intelligence Scale for Children (Revised)] with Puerto Rican Children," by Maria Dolores Rodriguez. (GC)

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La Psicología Puertorriqueña: Una revisión de la problemática relacionada con la medición y la consejería

(Puerto Rican Psychology: A review of issues pertaining to assessment and counseling)

Joseph O. Prewitt-Díaz, Editor

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Presentation 1

Introducción

Joseph O. Prewitt-Díaz*

Es un placer en el día de hoy tener la oportunidad de dirigirnos a este distinguido grupo de psicólogos transculturales y discertar sobre el tema de "La Psicología Puertorriqueña: Una revisión de la problemática relacionada con la medición y la consejería" (Puerto Rican Psychology: A review of issues pertaining to assessment and counseling).

A manera de marco teórico para las ponencias que se presentarán aquí el día de hoy me voy a permitir discutir a vuelo de pájaro tres factores que han afectado a Puerto Rico significativamente en el desarrollo de una psicometría isleña. Estos factores son la relación particular entre Puerto Rico y los Estados Unidos con énfasis específico en el desarrollo de un psicometría puertorriqueña, la migración constante a los Estados Unidos y el retorno y por último, la formulación de una psicología Puertorriqueña.

Puerto Rico y su relación con los Estados Unidos

Puerto Rico ha sido una posesión de los Estados Unidos desde 1898. A pesar de los esfuerzos de los Estados Unidos en "Americanizar" la isla durante la décadas de los 30 y 40, el lenguaje y la cultura española ha permanecido en la Isla. En cuanto al desarrollo de la psicología como un campo del saber, nuestra primera influencia fue de los Estados Unidos. En el desarrollo histórico de la psicometría puertorriqueña podemos señalar dos épocas. En primer lugar el esfuerzo del Dr. Pablo Roca de adaptar y adoptar un instrumento en Puerto Rico que midiera el cociente de inteligencia del niño Puertorriqueño. Este esfuerzo se llevó a cabo en el 1955. El Dr. Roca logró traducir el WISC y llevó a cabo la adaptación de el EIWN con un grupo de 128 niños de el área metropolitana. Sin embargo, nunca se crearon normas Puertorriqueñas para el EIWN. El Dr. Roca decidió utilizar las normas que desarrollo la Corporación Psicológica en los Estados Unidos.

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*Dr. Prewitt-Díaz, a native of Puerto Rico, is Assistant Professor of Education and School Psychology at The Pennsylvania State University.

Un segundo intento lo representa el esfuerzo de un grupo de psicólogos en traducir el MMPI. Aunque Butcher y Pancheri (1976) reportan que en efecto se llevó a cabo una traducción de MMPI, el que reporta no ha podido conseguir evidencia a los efectos. Aparentemente, no se documentó este intento.

El tercer intento en la literatura fue la traducción y validación del WAIS (ESCALA WECHSLER DE INTELIGENCIA PARA ADULTOS). Este esfuerzo lo llevó a cabo el Departamento de Psicología de la Universidad de Puerto Rico con las asistencia de la Corporación Psicológica de Nueva York. El EIWN se tradujo y vadidó en Puerto Rico en 1965 con un grupo representativo de la población (n = 1,127).

En el 1954 se formó oficialmente el primer Departamento de Psicología en la Universidad de Puerto Rico. En el 1956 se llevó a cabo la Primera Convención de la Asociación de Psicólogos de Puerto Rico. El comienzo de una psicometría Puertorriqueña se encuentra en la ponencia presentada por la Sra. Celestina Zalduondo titulado: La necesidad de evaluar los instrumentos que se están utilizando para la medición de la inteligencia en Puerto Rico. La Sra. Zalduondo expresa claramente su preocupación de que estabamos adoptando instrumentos extranjeros sin adaptarlos a la realidad cultural Puertorriqueña.

Sin embargo la falta de psicómetras puertorriqueños se hizo notar. En el 1966 un grupo de psicólogos decidió que la necesidad primordial de Puerto Rico era la de adiestrar psicólogos clínicos para atender las necesidades de unos tres millones de habitantes. Para aquellos que interesaban continuar estudiando psicometría, la única alternativa era el estudiar en universidades norteamericanas.

La In/migracion Puertorriqueña

Desde los comienzos del siglo 20 la migración de Puertorriqueños a los Estados Unidos ha formado parte de los esfuerzos del gobierno Puertorriqueño y Americano como un mecanismo de reducir la población. A mediados de los años 40, y luego hasta los comienzos de la década de los 60, la migración Puertorriqueña a los estados del noreste aumentó en forma dramática. Aunque los Puertorriqueños has sido ciudadanos americanos desde 1917, nosotros no gozamos ni del idioma ni la cultura Anglo americana. El choque causado por los cambios ambientales, lingüísticos y culturales ha causado que una gran cantidad

de nuestros migrantes se hayan visto en la necesidad de buscar ayuda para poder bregar con sus problemas personales. A estos migrantes se les diagnosticaba frecuentemente serios problemas emocionales, en su mayoría esquisofrenia.

A mediados de la década de los 60, el movimiento de retorno a la isla cobró gran ímpetu. Como concecuencia, regresa a Puerto Rico mas de medio millón de personas que habian vivido la mayor parte de sus vidas en los Estados Unidos. El propósito de estos migrantes de retorno era el de retirarse y/o establecerse en la Isla. Esta población ha traido consigo una cantidad de adolescentes que aunque se identifican como "Puertorriqueños" no nacieron en Puerto Rico y no son considerados Puertorriqueños por sus maestros, ya que gran parte de su vida escolar se llevó a cabo en los Estados Unidos. Este grupo de adolescente sufren serios problemas de ajuste. De manera que tienen dificultad en adaptarse al ambiente físico, al idioma y a la ideosincracia Puertorriqueña.

La Necesidad de una Psicometría Puertorriqueña

La necesidad de una psicometría puertorriqueña la esbozó la Sra. Zalduondo en 1966. El esfuerzo por crear instrumentos que puedan en efecto medir el cociente intelectual y la personalidad del Puertorriqueño tanto en Puerto Rico como en los Estados Unidos se puede dividir en dos fases. En la primera fase un grupo de puertorriqueños estudiaron la población escolar (4-18 años de edad). En la segunda fase un grupo de Puertorriqueños que se han dedicado ha estudiar el campo de la psicometría desde un punto de vista transcultural. Las personas que presentan en el día de hoy son parte del segundo esfuerzo. Nosotros hemos combinado el estudio de la psicometría con el estudio de la psicologia transcultural.

Durante los últimos cinco años y con la ayuda de varias instituciones privadas tanto en Puerto Rico como en los Estados Unidos, el Departamento de Instrucción Pública y el Departamento de Educación de los Estados Unidos, un grupo de psicólogos puertorriqueños se han dado a la tarea de desarrollar, traducir, adaptar y validar instrumentos de medición psicométrica para la población puertorriqueña tanto en la Isla como en los Estados Unidos.

Presentation 2

A Procedure for Constructing Valid Cross-Cultural Attitude Measures for Use in Puerto Rico

Cecil R. Trueblood*

A major objection to cross-cultural research has been that the materials that researchers have used have been artificial, alien and hence not meaningful to the members of the culture being studied (Brislin, 1980). The purposes of this paper are to: (1) describe the influence that a cross-cultural validation procedure had on established attitude, self-concept, and social adjustment instruments, and (2) bring the characteristics of these instruments to the attention of those interested in improving the quality of their cross-cultural research.

The procedure described and the instruments identified in this paper come from the efforts of the Bilingual Education Faculty at The Pennsylvania State University to study the effects of migration and remigration on Puerto Rican's self-concept, social adjustment, attitudes toward and achievement in mathematics and reading, and pre-service teacher's attitude toward bilingual education. The procedure was developed and its influence tested because the graduate students in the Bilingual Education Program at Penn State were unable to locate reliable instruments that had been validated in the social/cultural setting unique to Puerto Rico. As indicated by Charneco, Undersecretary of Education in Puerto Rico, there have been more than a few studies conducted in Puerto Rico using English and Spanish versions of instruments that were not appropriate for that culture. Therefore, the Department of Education in Puerto Rico has been, and continues to be, supportive of research designed to produce culturally appropriate attitude and achievement instruments for use on the Island.

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*Dr. Trueblood is an Instructional Psychologist and Professor of Education at The Pennsylvania State University.

Validation Procedure

The procedure described below was used and evaluated by Aguero (1982), Colon (1982), Nogueras (1983), Seilhamer (1984), and Torres (1984). The instruments involved in the process described below include the Piers-Harris Self-concept Scale (1969), Suydam-Trueblood Attitudes Toward Mathematics Scale (1974), Askov-Trueblood Attitude Toward Reading Scale (1980), Prewitt-Diaz Cultural Adjustment Scale (1980), and the Trueblood, Trueblood, and Flanagan Attitude Toward Inservice Education Scale (1981).

The initial step used by Aguero (1981), Colon (1982), Nogueras (1983), Seilhamer (1984), and Torres (1984) was to select instruments developed in English in the United States that had high reliability and documentation concerning their validity. This is an important step since the rest of the cross-cultural validation procedure described below assumes that one begins with a high- rather than low-quality instrument. The reliability and validity data and procedures used to develop the original English version of the instruments mentioned above are presented in Table 1.

After the initial selection of a quality instrument, the first step in producing a valid Puerto Rican Spanish version of the instruments names in Table 1 was to select a jury of Puerto Rican bilingual educators in the appropriate fields. The jury members were selected based upon their area of content expertise and professional and language fluency. They were then asked to judge whether or not the Spanish version of each item on a particular instrument: (1) was stated clearly and was factually correct, (2) was culturally and conceptually appropriate, and (3) served the stated purpose of the instrument (e.g., did it measure attitudes toward mathematics, etc.).

Several examples of cultural content adjustment made as a result of this process in the study of Nogueras (1983) are presented in Table 2.

The second step, after converting the items on a particular instrument according to the suggestions of the jury members, was to use the methods of translation recommended by Brislin (1980). The first phase of this step consisted of using a committee of Puerto Rican bilingual educators and asking them to work together to translate items from English to Puerto Rican Spanish so that they had equivalent

Table 1. Validity and Reliability Description for English Version of Selected Self-concept and Attitude Scales

Instrument	Year Published	Type Scale	# Items	Populations	Reliability Range	Validity Description
Piers-Harris Self-concept Scale	1969	Yes/No or Agree/ Disagree	80	International children of all ages	KR-20 (.88-.93) Test-Retest (.71-.77)	Concurrent-other self-concept scales (.40-.85)
Suydam-Trueblood Attitudes Toward Mathematics	1974	Likert	26	Anglo, Black K-12 and Adults	KR-20 (.97) α coefficient (.92-.98)	1. Concurrent-Math Anxiety Scales (.76-.86) 2. Correlates with Reading Attitudes (.06); Motivation for School (.18); Self-concept (.31); Math Achievement (.20-.33) 3. Factor Analysis identified three factors

Table 1 (continued)

Instrument	Year Published	Type Scale	# Items	Populations	Reliability Range	Validity Description
Askov-Trueblood Attitudes Toward Reading	1980	Likert	26	Mexican-American & Anglo Adults	α coefficient (.92-.96)	1. Correlates with Math Attitudes (.02); Reading Achievement (.09); Self-concept (.06); Math Achievement (.03); Motivation for School (-.05) 2. Factor Analysis identified three factors
Prewitt-Diaz Cultural Adjustment Scale	1980	Likert	30	Anglo, Puerto Rican El. & Sec.	α coefficient (.82-.91)	1. Content based upon expert judgement 2. Emic validity 3. Correlates with other cultural adjustment scales (.67)

Table 1 (continued)

Instrument	Year Published	Type Scale	# Items	Populations	Reliability Range	Validity Description
Trueblood et al. Attitude Toward Inservice Education Scale	1981	Likert	33	Anglo El. & Sec. Inservice Teachers	α coefficient (.91-.96)	1. Factor Analysis identified three factors 2. Correlation with Locus of Control (-.29); Self-esteem (.22)

Table 2. Examples Showing Language Differences Related to Cultural Content Adjustment for the MMPI

Language	MMPI Item	Statement	Type of Conceptual Equivalence
English	463	I like playing hopscotch	Cultural Content
Puerto Rican Translation		Me gusta jugar peregina	
Mexican Translation		Me gustaba jugar a la pata coja	
Castilian Spanish Translation		Me gustaba jugar a la charra (empujar la piedra en el suelo; pata coja)	
English	482	I talk to people whom I don't know in the trains, buses, etc.	Cultural Content
Puerto Rican Translation	--	Hablo con desconocidos en las guaguas, carros publicos, etc.	
Mexican Translation	392	Con frecuencia le hablo a los extraños en los trenes, autobuses, etc.	
Castilian Spanish Translation	--	Con frequencia dirijo la palabra a los desconocidos en los trenes, autobuses, etc.	

meaning. By using more than one person and asking them to reach consensus for each item the mistakes of one member were identified and corrected by others on the committee. During the second phase, each person independently translated the revised items back into English to help insure the original intent of the item was maintained. Examples of how items emerged from this translation process are shown below.

MMPI Example #1 (Content Equivalence)

Original English	At times I feel like swearing.
Original Translation	A veces siento deseos de blasfemar (maldecir)
Back Translation	Sometimes I need to curse.
Modified Item	A veces siento deseos de maldecir.

MMPI Example #2 (Psychological Meaning)

Original English	I have a good appetite.
Original Translation	Tengo buen apetito.
Modified Item	Por lo general, tengo buen apetito.

Results

How does the procedure just described influence the reliability and validity and thus the quality of the original instrument? Data that can be used to compare the original and translated versions of the instruments developed at Penn State are contained in Table 3.

The data generated from administering the instruments named in Table 3 to Puerto Rican students show the reliability of all of the Spanish versions compares favorably with the English versions. The validity descriptions in Table 3 show the processes used to produce the translated versions, and the results would seem to indicate it did not discriminate negatively between migrant and non-migrant Puerto Rican and Mexican and Anglo students in the case of the Aguero study.

Conclusions

(1) The data related to instruments presented in this paper show they are high-quality instruments that now have potential for use in Puerto Rico and, if translated so that the conceptual equivalence is established, then they could be used in other Spanish cultural settings.

(2) For the studies used to prepare this paper, the translated versions of the instruments mentioned in this paper did not seem to give Puerto Rican students who have never migrated a significant advantage over return migrants.

(3) The translation procedure described in this paper did not seem to change the reliability coefficients from the English version even though wording changes were made in individual items in all of the instruments to make them more appropriate for the Puerto Rican.

(4) The procedure described seems to be a practical way for cross-cultural researchers to help insure their instruments and other materials are more appropriate for cross-cultural research.

(5) When developing instruments for use in cross-cultural research, it is important and practical to involve researchers from the participating culture in the study.

Table 3. Comparison of English and Translated Versions of Self-concept and Attitude Scales

Instrument	English Version		Translated Spanish Version		
	Reliability Range for Anglos, Blacks	Validity Description	Reliability Range for Hispanics		Cross-cultural Validity
Piers-Harris Self-concept scale	KR-20 (.88-.93) Test-retest (.71-.77)	Concurrent validity - correlates with other self-concept scales (.40-.85)	Researcher Aguero, 1981 Colon, 1982	α Coefficient (.90) (.87)	Item Translation 1. Linguistic translation 2. Back translation Test Administration 1. Aguero - items were read in Spanish to Mexican-American students. 2. Colon - items were presented in PR Spanish and English

Table 3. Comparison of English and Translated Versions of Self-concept and Attitude Scales

Instrument	English Version: Reliability Range for Anglos, Blacks	English Version: Validity Description	Translated Spanish Version: Reliability Range for Hispanics	Translated Spanish Version: Cross-cultural Validity
Piers-Harris Self-concept scale	KR-20 (.88-.93) Test-retest (.71-.77)	Concurrent Validity - correlates with other self-concept scales (.40-.85)	Researcher and α coefficient Aguero, 1981 (.90) Colon, 1982 (.87)	Item Translation 1. Linguistic Translation 2. Back Translation Test Administration 1. Aguero - Items were read in Spanish to Mexican-American students. 2. Colon - Items were presented in PR Spanish and English. 3. No time limit imposed. 4. Training sessions held for teachers. Findings - Translated version offered no significant advantage for migrant or non-migrant group or Anglos or Mexican-Americans.

Table 3 (continued)

Instrument	English Version		Translated Spanish Version	
	Reliability Range for Anglos, Blacks	Validity Description	Reliability Range for Hispanics	Cross-cultural Validity
Suydam-Trueblood Attitudes Toward Mathematics	KR-20 (.97-.98) α coefficient (.92-.98)	Concurrent Validity - correlates with Math Anxiety Scales (.76-.86) Discriminant Validity - Reading Attitudes (.06) Math Achievement (.20-.33) Self-concept (.31) Factor Analysis - identified three factors	Researcher and α coefficient Aguero, 1981 (.95) Colon, 1982 (.96)	Item Translation 1. Linguistic Translation 2. Back Translation Test Administration 1. Aguero - Items were read in Spanish to Mexican-American students. 2. Colon - Items were presented in PR Spanish and English. 3. No time limit imposed. 4. Training sessions held for teachers. Findings - Translated version offered no significant advantage for migrant or non-migrant group or Anglos or Mexican-Americans.

Table 3 (continued)

Instrument	English Version: Reliability Range for Anglos, Blacks	English Version: Validity Description	Translated Spanish Version: Reliability Range for Hispanics	Translated Spanish Version: Cross-cultural Validity
Askov-Trueblood Attitudes Toward Mathematics	α coefficient (.92-.96)	Discriminant Validity Math Attitudes (.02) Math Achievement (.03) Self-concept (.06) Factor Analysis - identified three factors	Researcher and α coefficient Aguero, 1981 (.97)	Item Translation 1. Linguistic Translation Test Administration 1. Items were read in Spanish to Mexican- American students. 2. No time limit imposed. 3. Training session for teachers. Findings - Non-significant differences between Anglos and Mexican-Americans.
Prewitt-Diaz Cultural Adjustment Scale	α coefficient (.82-.91)	Content Validity - based upon expert judgment Concurrent Validity - correlated with other cultural adjustment scales (.67) Emic Validity	Seilhamer, 1984 (.91)	Item Translation 1. Linguistic Translation 2. Back Translation Test Administration 1. Training sessions for teachers. 2. No time limit imposed. Findings - No significant differences between migrants and non-migrants.

Table 3 (continued)

Instrument	English Version		Translated Spanish Version	
	Reliability Range for Anglos, Blacks	Validity Description	Reliability Range for Hispanics	Cross-cultural Validity
Trueblood et al. Attitude Toward In-service Education Scale	α coefficient (.91-.96)	Convergent Validity - Locus of Control (-.29) Self-esteem (.22) Factor Analysis - Identified three factors	Researcher and α coefficient Torres, 1984 (.84)	Item Translation 1. Linguistic Translation 2. Back Translation 3. Reworded to fit preservice Bilingual Education Test Administration 1. No time limit imposed. 2. Test administered by the researcher. Findings - Adapted scale showed no significant differences between treatment and control group on pretest and a significant difference favoring the treatment group on posttest.

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Presentation 3

Perfil de Personalidad en el Adolescente Puertorriqueño Basado en el MMPI (Versión Puertorriqueña)

Juan A. Nogueras, Ph.D.*

Un análisis de la literatura existente sobre el uso del Inventario Multifásico de Personalidad de Minnesota (MMPI) en adolescentes puertorriqueños demostró una ausencia total de estudios en esta área (Nogueras y Prewitt, 1981).

Una revisión de la literatura en términos de la utilización del MMPI con adolescentes en Estados Unidos, reflejó una poliferación de estudios en el área (Capwell, 1945; Monachesi, 1953; Hathaway y Monachesi, 1963; Dudley, Mason, y Hughes, 1972; Williams, Dudley, y Overall, 1972; Dudley, Craig, y Mason, 1981; and Marks, Seeman, y Haller, 1974). Además de Estados Unidos el MMPI ha sido utilizado con adolescentes de diferente procedencia cultural (McDonald y Gynther, 1962, 1963; Ball, 1960; Miller, Wetz, y Counts, 1961; Reilly y Knight, 1970; and Padilla y Ruiz, 1975).

El uso transcultural de MMPI con adolescentes y jóvenes se evidencia en estudios realizados en países como Japón (Hashimoto, Hiroka, y Sato, 1979); en Mexico (Izaquirre-Hernandez, Sánchez-Quintana, y Avila-Méndez, 1970; and Navarro, 1971, 1973); y en Chile (1970). Las traducciones hechas en cada uno de estos países resultaron válidas al ser administradas a los diferentes grupos (Butcher y Pancheri, 1976).

Butcher y Pancheri (1976) reportan la traducción del MMPI en Puerto Rico en el 1959, sin embargo, no hay evidencia de validación alguna de esta versión.

Con el objetivo de contar con una versión del MMPI en español, y para establecer un perfil de personalidad del adolescente puertorriqueño, se procedió a traducir y validar una nueva versión puertorriqueña del MMPI.

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*Dr. Nogueras is employed by Departamento de Instrucción Pública, Hato Rey, Puerto Rico.

La meta final del estudio consistió en comparar los adolescentes puertorriqueños nacidos y residentes en la isla y adolescentes clasificados como migrantes puertorriqueños procedentes de los Estados Unidos.

En estudios anteriores (Kravetzky, 1978; Ramos Perea, 1978) así como en reportajes periodísticos (San Juan Star, 1980; Fitzpatrick, 1981; and Zapata, 1980) se indicaban diferencias notables entre ambos grupos de adolescentes.

Estudios realizados con adolescentes puertorriqueños en la ciudad de Nueva York apuntaban hacia una tendencia desproporcionada hacia desajustes emocionales en esta población (Malzberg, 1956, 1962; Dohrenwend, 1966; Fitzpatrick and Gould, 1968; Rendon, 1974; National Institute of Mental Health, 1976; and Alers, 1978). Además la relación entre la condición de migrante y enfermedades mentales había sido establecida (Morrison, 1973; and Verdonk, 1979).

Metodo

La traducción al español fué realizada siguiendo el procedimiento establecido por Brislin (1970). La validez de contenido fué efectuada por un grupo de expertos en psiquiatría y psicología. Una muestra de adolescentes puertorriqueños clasificados como pacientes mentales fué incluido en el estudio para determinar la capacidad de discriminación de la traducción del MMPI (Versión Puertorriqueña).

Sujetos

La muestra total consistió de 515 adolescentes residentes de toda la vida en Puerto Rico, 148 adolescentes migrantes de Estados Unidos, y 122 adolescentes pacientes mentales. Las edades fluctuaban entre los 15 y 18 años. De los 515 sujetos nativos de Puerto Rico, 194 eran masculinos y 321 femeninas. Del grupo migrante (148) 58 pertenecían al sexo masculino y 90 al sexo femenino. Del grupo de pacientes (122) 104 eran masculino y 18 femeninas.

Instrumento

En este estudio se utilizó la traducción hecha por Nogueras y Prewitt (1981) del MMPI creado por Hathaway y McKinley (1948).

Procedimiento

Todos los sujetos seleccionados contestaron el MMPI (Versión Puertorriqueña) en sesiones de 3 horas con un intermedio de 15 minutos. Instrucciones específicas en términos de la importancia de la actividad fueron impartidas a los sujetos. Los sujetos nativos y migrantes fueron organizados en grupos de 30 sujetos por salón.

El grupo de pacientes fue organizado en sesiones pequeñas entre 5 y 12 sujetos por sesión. Personal especializado en la administración de pruebas fue utilizado bajo la supervisión directa del investigador.

Resultados y Discusion

Se realizó un análisis comparando los resultados de los tres grupos de los adolescentes para determinar el poder de discriminación de la Versión Puertorriqueña del MMPI.

La tabla 1 presenta la puntuación obtenida por los tres grupos de sujetos en la prueba. Se consideran en esta tabla las 10 escalas clínicas del MMPI (Hs, D, Hy, Pd, Mf, Pa, Pt, Sc, Ma, Si).

Diferencias significativas fueron encontradas entre el grupo de pacientes y los grupos de nativos y migrantes en las escalas L, F, K, Hs, Pd, Mf, Pa, Pt, Sc, Ma. Diferencias no significativas fueron obtenidas en la escala de Depresión e Histeria. La puntuación obtenida por el grupo II (Migrante) en las escala Si fue significativamente menor que las obtenidas por los grupos I y II (Nativos y Pacientes).

Conclusiones

La Versión Puertorriqueña de MMPI (Hogueras y Prewitt, 1980) discriminó significativamente en 10 escalas de la prueba a saber: L, F, K, Hs, Pd, MF, Pa, Pt, Sc, y Ma; entre los adolescentes pacientes psiquiatricos y adolescentes normales. Esto confirma la validez de la prueba en su versión al español. Aunque en la escala de Depresión (D) e Histeria (Hy) no se encontró diferencia significativa entre los grupos, se observaron puntuaciones más altas en el grupo de pacientes psiquiatricos.

La diferencias entre el grupo migrante y el grupo nativo informados en otros estudios no fueron confirmadas por los hallazgos de esta investigación. La única escala donde se observa una diferencia

TABLA : PUNTUACIONES OBTENIDAS EN EL MAPI

(VERSION PUERTORRIQUEÑA)

MUESTRA	I	T	E	Ha	D	Hy	Pd	MF	Pa	Pt	Sc	Ma	Si
Nativos P.R. (N=515)	5.46	16.00	12.54	15.67	21.92	20.21	24.55	30.12	11.30	38.84	34.67	22.67	29.62
Migrantes (N=148)	5.53	12.14	11.55	17.13	22.19	20.85	24.50	28.41	11.56	31.46	34.70	22.54	27.78
Pacientes (N=122)	4.33	19.78	9.97	18.67	22.98	21.18	28.08	24.57	15.92	35.16	41.87	26.13	29.95
	5.30	11.91	11.95	16.41	22.14	20.48	25.00	28.93	12.07	31.62	35.62	23.14	25.32

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significativa del grupo migrante y los demás grupos fue la de Introversión Social (Si) donde el grupo migrante obtuvo menor puntuación.

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Presentation 4

Formal Cross-Cultural Psychotherapy Research with Hispanic Clients

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I would like to share with you today some of the thoughts that have developed as I have struggled to apply, in a cross-cultural setting, a model for psychotherapy process research. In this work I have focussed on research conducted with Hispanic participants and will emphasize today findings with Puerto Rican subjects. In this paper I will first delineate what I am including under the rubric of "psychotherapy." I will then describe a conceptual framework which has facilitated my integration of this literature. I will describe results of formal psychotherapy research in this area, including my own. Finally, I will discuss the directions in which I believe this research must move.

Definition

Given the variety of interests I expect are represented in this room, I need first to point out that I will not be considering from a psychotherapeutic point of view the literature describing espiritismo, religious, and other healing/metaphysical traditions. Draguns (1975) provided a definition of psychotherapy which delineates the type of interaction I will be considering here. Psychotherapy includes:

> modes of intervention that involve differential and assymetrical roles of at least two individuals, one distressed and the other allegedly equipped with expertise to remove or alleviate such distress; (it works) by means of techniques that are principally verbal, interpersonal, and psychological in nature; (and) with the general objectives of bringing about relief, organization of adaptive resources, and personality change (p. 276).

Model for the Integration of Studies

As I mentioned earlier, I want to provide a framework within which

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the research in this area can be organized. Goldstein (1981) has suggested that psychotherapy research should take into account client, therapist, and behavioral variables. At the same time, numerous authors have emphasized the importance of considering therapy in its cultural context (Draguns, 1975; Pedersen, 1976; Torrey, 1972). Torrey, in The Mind Game, presented an outline which can facilitate a cultural consideration of Goldstein's variables. Torrey listed four general elements of psychotherapy in various cultures. Modified somewhat, they are: 1) world views held by participants; 2) personal qualities of the participants; 3) participants' expectations; and 4) techniques and behaviors. Each of these elements can be considered from either the client's or therapist's point of view. For example, in an experiment the world view of the clients and/or the therapist can be varied systematically through subject selection or manipulation. Similarly, client and therapist characteristics classified under personal qualities, expectations, and techniques and behaviors can also be varied in a controlled fashion. We thus have an integration of the main elements of both Goldstein's and Torrey's models, an integration which permits organization of the variety of elements of psychotherapy examined in the research literature.

This organizational system can be used to guide consideration of both independent and dependent variables. That is, elements within each category can be manipulated in an experiment, and elements within each category can be observed as effects or correlates of experimental manipulation of independent variables.

Furthermore, upon considering the relationship of independent and dependent variables to the psychotherapy process, the following pattern emerges. Independent variables can be classified generally as either pre-existing elements, for example, attitudes or sex of participants, or as developments within therapy, such as therapist's interventions. Dependent variables may be classified generally as process variables, for example, clients' verbal responses in therapy, or outcome variables, such as clients' behaviors in the home. Dependent outcome variables will typically be goals toward which the therapy is aimed, while dependent process variables are important insofar as they lead to preferred outcome. Based on the research design, effects of either type of independent variables can be assessed

by either type of dependent variable. I will not explore in this paper the implications of various research designs. However, in discussing future directions I will address the importance of the relationship between dependent process and outcome variables.

Having set the stage for reviewing relevant research, I will first examine studies with regards to independent variables used and then with regard to dependent variables considered.

World View

The first aspect of psychotherapy process to be considered here is the world view held by participants. World view includes the values, beliefs, and assumptions that underly each individual's perception of the world. World view can take a multitude of operational forms, but these variables have not been extensively examined. Similarity of attitudes toward assimilation and pluralism held by counselor and Chicano subjects has been found to affect the subject's rating of the counselor, while counselor's attitudes per se did not affect ratings (Furlong, Atkinson, and Casas, 1979). In the same study, ethnic similarity of counselor and client did not significantly differentiate ratings. In another study, level of commitment of Mexican-American college students to both Mexican and American cultures was found to be significantly related to both preference for therapist and willingness to self-disclose (Sanchez and Atkinson, 1983). Those highly committed to Mexican culture preferred Mexican-American therapists and were less willing to self-disclose. Other manipulations of world view have been varied in the expectation that variation will produce different reactions to a therapy stimulus. Socioeconomic status of Mexican-American and Anglo clients was found not to affect their level of self-disclosure, while Mexican-American clients were found to self-disclose less than Anglo clients (Acosta and Sheehan, 1976a). In studies examining differences in values held by Cuban-Americans and Anglo-Americans, Cuban-Americans were found to prefer hierarchical interpersonal relationships, to feel subjugated to nature, and to focus on the present. Anglo-Americans were found to prefer individuality in interpersonal relationships, to expect mastery over nature, and to focus on the future (Szapocznik, Kurtines, and Hanna, 1979; Szapocznik, Scopetta, Aranalde, and Kurtines, 1978). Another study revealed that

clients of lower-class Anglo and Chicano backgrounds expected that they would be active in therapy, and expected that therapy would last over 15 sessions (Acosta, 1979). Anglo clients expected more extended therapy than did Chicano clients. In a different study, Anglo and Chicano subjects were shown one of four descriptions of counselors. Sex, ethnicity, and amount of information provided about the counselor were varied (Franco and LeVine, 1980). No ethnicity effects were noted.

Expectations

The next category of variables which can be considered is that of expectations held by participants. While the world view of participants provides a broad and often unconscious basis for therapy, specific expectations are more clearly directed at therapy itself. Expectations of therapy, while considered separately from world view, can be seen as a specific aspect of world view. To date, expectations have been assessed as dependent variables only, not as independent variables.

Personal Qualities

I want to move now to consideration of the personal qualities of the participants in therapy, with personal qualities consisting of elements such as appearance, dress, cognitive style, ethnicity, and others. Before noting results in this area, I should differentiate between ethnicity as it was considered under the heading of world view and ethnicity as it is considered here. In the former section, ethnicity of active participants was varied in an exploration of participant's activities as a function of ethnicity. The present section explores the use of ethnicity as a characteristics of the stimuli to which active subjects are responding.

Several studies have examined the impact of Mexican-American and Anglo-American counselor figures on Mexican-American and sometime Anglo-American subjects. In one study, perceived ethnicity of therapist was not found to have an effect on self-disclosure ratings by Mexican-American or Anglo-American college students (Acosta and Sheehan, 1976b). Two other studies similarly found no effect of counselor ethnicity on ratings made by Mexican-American or Anglo subjects (Franco and LeVine,

1980; Furlong, Atkinson, and Casas, 1979), while one study found Mexican-American subjects to rate descriptions of Anglo-American therapists more highly than those of Mexican-American therapists (Acosta and Sheehan, 1976a). In a more detailed study which varied both counselor and subject sex and ethnicity, a complex pattern of interactions was found (LeVine and Franco, 1981). A male evaluator elicited significantly greater self-disclosure from women of either ethnicity than from Hispanic males. An Anglo female evaluator elicited significantly higher self-disclosure from Anglo females than from the other three groups. Finally, in this study, the four subject groups revealed no significant differences in response to the female Hispanic evaluator. In a different study, sex of Mexican-American college sutdents was found to be significantly related to willingness to self-disclose, with females being significantly more open (Sanchez and Atkinson, 1983).

Technique and Behavior

Moving from a focus on personal qualities of participants, we shift to the area of counseling technique and behavior. These can be considered in two categories: studies which explore the effectiveness of broadly defined types of therapy, and those which explore the impact of specific categories of counselor interventions. In the former category, three studies present data supporting the effectiveness of various types of therapy with Hispanic populations. Behavioral and cognitive therapies have been found effective with depressed lower-class Puerto Rican women (Comas-Diaz, 1981). Life Enhancement Therapy, which includes focus on social ecology and client reminiscence, was reported to be effective with an elderly Cuban-American sample (Szapocznik, Santisteban, Hervis, Spencer, and Kurtines, 1981). Structured Learning Therapy has been found effective in controlling aggressive ideation in Puerto Rican fathers (Figueroa-Torres and Pearson, 1979).

Two studies focussed on intervention types have been completed with Hispanic subjects. Probes, reflections, and self-disclosure have been found not to be significantly different in their ability to elicit subject self-disclosure, although probes were found superior to reflection on ratings by Chicano and Anglo participants (Borrego,

Chavez, and Titley, 1982). In a study completed by this author, reflections of affect were found to be significantly superior to closed questions in eliciting focus on affect, focus on the present tense, and focus on self during analogue therapy sessions (Folensbee, 1982). These findings were consistent for Puerto Rican, Black, and Anglo-American participants. For Puerto Rican participants there was no difference between the two counselor interventions in terms of number of words elicited. Reflections of affect were consistently rated as superior to closed questions by Puerto Rican participants, but significant differences were not found.

In the view of independent variables now completed, studies were classified according to independent variables used, but the descriptions of each study included references to dependent variables as well. I now want to classify studies in terms of types of dependent variables used, but will not describe each study in as much detail as in the section on independent variables.

World View

As before, world view will be the first element considered. In two studies comparing Cuban-American values with Anglo-American values, dependent variables were drawn from a questionnaire which required participants to resolve a variety of hypothetical problems. Solutions chosen were analyzed as reflecting values held by participants (Szapocznik, Kurtines, and Hanna, 1979; Szapocznik et al., 1978). No other studies were found which focussed on dependent variables associated with world view.

Expectations

Expectations have been examined as a function of commitment to culture and participants' sex (Sanchez and Atkinson, 1983). Using questionnaire responses completed by Mexican-American participants, commitment to culture was found to be related to preferred ethnicity of therapist and to level of self-disclosure. Two other studies looked at the impact of pre-therapy orientation programs on the expectations of either patients or therapists (Acosta, Yamamoto, Evans, and Skilbeck, 1983; Evans, Acosta, Yamamoto, and Skilbeck, 1984). A brief orientation program provided for Hispanic, Black, and

Anglo lower SES patients led to increased patient knowledge regarding the psychotherapy process and to a more positive attitude toward psychotherapy. A training program for therapists working with lower SES and minority clients, 36% of whom were Hispanic, resulted in increased therapist knowledge of, and sensitivity to, these patients, and in higher ratings of therapists by the patients themselves. Sources of data included written questionnaires and ratings by clients.

Personal Qualities

Moving the consideration of personal qualities as dependent variables, it becomes difficult to discriminate between measures of personal qualities and measures classified as behaviors. Therefore, material which may fit under this heading, such as reports of changes in mood, are considered under the heading of behaviors used as dependent variables.

Technique and Behavior

Behaviors of subjects and patients have been used as dependent variables at both process and outcome levels. Self-disclosure scales, attractiveness and credibility scales, and indications of willingness to return for another session have been used as measures following observation by participants of taped therapy sessions (Acosta and Sheehan, 1976a, b; Borrego et al., 1982; Furlong et al., 1979). Self-disclosure scales have also been sued with variations in sex and ethnic background of scale administrators, therby tapping the interaction between sex and ethnicity of interviewer and subject (LeVine and Franco, 1981). Ratings of therapist as well as quantity and quality of subject verbalizations have been used to evaluate the impact of different therapist interventions in analogue therapy situations (Folensbee, 1982).

All these evaluations of subject behavior have focussed on dependent variables of an immediate or process nature. Several studies using actual therapy interventions have attempted to focus on outcome variables. Hamilton and Beck self-report questionnaires, as well as counts of number of depressive behaviors seen by family observers, have indicated the success of cognitive and behavioral treatments of depression used with Puerto Rican women (Comas-Diaz,

1981). Therapist-administered behavior rating scales and subjective distress scales were used to evaluate Life Enhancement Therapy with elderly Cuban Americans (Szapocznik et al., 1981). In assessing the effect of Structured Learning Therapy in work with aggressive Puerto Rican fathers, an attempt was made to assess changes in home behavior. This attempt failed, but process variables which included performance on the Thematic Apperception Test, on a test of skill acquisition, and on a test of skill generalization indicated that participants did change in positive ways.

Summary

This completes the review of studies. I want now to briefly summarize trends in the research before moving to a discussion of future directions.

First, a great deal of the research has focussed on either the preference for a given therapist quality or willingness to self-disclose in the presence of a given therapist quality. Regarding the importance of therapist ethnicity per se, results are equivocal. However, it appears that similarity of therapists' attitudes to those of clients may be imporatnt, and that interactions of sex and ethnicity variables may be critical.

Five studies have explored the effectiveness of therapy interventions with Hispanic subjects or clients. Two studies have effectively examined the impact of treatment regimes on outcome variables, and three fairly directive forms of treatment have been found valuable for Hispanic clients. One study examined another directive mode of intervention, but obtained results only for mediating, rather than outcome variables. The results from this study suggested that the intervention program did at least obtain the desired intermediate goals. Two studies focussed on the impact of specific intervention types. One provided weak evidence supporting the superiority of directive over non-directive interventions for use with Hispanic clients (Borrego et al., 1982), while the other suggested that certain non-directive interventions may be more valuable than certain directive ones in therapy with Hispanic clients (Folensbee, 1982). Thus, while structured forms of therapy seem valuable with Hispanic patients, it is still unclear what style of verbal interaction is most useful.

Arguments supporting the use of directive interventions with Hispanic clients have been based on clinical observations that values in Hispanic culture are congruent with directive interventions (Ruiz, Padilla, and Alvarez, 1978). Two empirical studies of the value systems of Cuban-Americans have given strength to these claims (Szapocznik et al., 1979; Szapocznik et al., 1978).

Finally, in light of this symposium's focus on work with Puerto Ricans, it is noteworthy that only 3 of the 16 studies reviewed included Puerto Rican subjects. Writers have pointed out both the similarities and the differences between various Hispanic populations (Ruiz, Padilla, and Alvarez, 1978). It remains for the similarities and differences to be delineated empirically. Until such time as these similarities and differences are specified, we must rely on intuition and clinical experience in deciding which findings with a specific Hispanic subculture can be generalized to others.

Future Directions

Therapy process and outcome in work with Puerto Rican clients in particular, and Hispanic clients in general, has only begun to be explored. Perhaps the most important task of this paper is to outline future directions for research.

In the area of world view, it will be imporatnt to consistently include measures of level of acculturation or ethnic identification. The study by Sanchez and Alvarez (1983) is laudable and instructive in this regard.

In the realm of personal characteristics, a number of variables need to be addressed. The impact of socio-economic status has been noted (Acosta, 1979), but not adequately explored. The importance of language differences has been noted in the literature (Marcos, 1976), but has not been empirically examined with regard to therapy processes. An important start has been made in the exploration of the impact of sex differences in therapy with Hispanic patients (e.g., LeVine and Franco, 1981), and this work needs to be continued. The implications of level of psychiatric disturbance in work with Hispanic clients have not been explored. It has been artued that work with severely disturbed patients is necessarily different from work with those who are less

disturbed (Cancro, 1983). Research on therapy with Hispanic clients should be sensitive to the possible importance of this difference.

With regard to behavioral variables, it will be important to establish ties between mediating dependent variables and outcome dependent variables. Only two studies thus far have evaluated therapy outcome. More commonly, level of self-disclosure or clients' preference for therapist have been used to evaluate the effect of independent variables. While self-disclosure, focus on affect, and other process variables have been empirically associated with constructive personality change in work with Anglo-American clients (Braaten, 1961; Kirtner and Cartwright, 1958), there is no assurance that we are justified in assuming that identical associations exist in work with Hispanic clients. These ties need to be empirically established.

Conclusion

This review of the literature on psychotherapy with Hispanic clients reveals that some important headway has been made. However, what is much more striking is what remains to be explored. Unless this exploration is carried out, we cannot claim that therapy with Hispanic clients rests on a firm empirical base.

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Presentation 5

Manifestaciones de Depresión en Puertorriqueños Migrantes a los Estados Unidos y Puertorriqueños Residentes en Puerto Rico

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Estudios publicados sobre la presencia y manifestaciones de depresión clínica en puertorriqueños son escasos e inconcluyentes. La mayoría de estos estudios se hicieron con muestras de puertorriqueños migrantes en los Estados Unidos; muy pocos estudios en la literatura han investigado la incidencia de la depresión en residentes no-migrantes de Puerto Rico.

Varias investigaciones epidemiológicas muestran evidencia de graves problemas psicológicos en los puertorriqueños residentes en los Estados Unidos (Dohrenwend, 1966; Dohrenwend and Dohrenwend, 1974; Srole, Langner, Michael, Opler, and Rennie, 1962). Con relación específica a la depresión, Malzberg (1956) informó que 1.5% de los puertorriqueños ingresados en hospitales psiquiátricos del estado de Nueva York entre las fechas del primero de octubre de 1948 al 30 de septiembre de 1951 fueron diagnosticados como maniaco-depresivos. Normand, Iglesias, and Payn (1974) revelaron que entre los principales problemas de 55 pacientes puertorriqueños migrantes tratados por ellos se encontraban la soledad, la depresión, y la infelicidad. En un estudio utilizando la Escala de Evaluación Psiquiátrica de Wittenborn (Wittenborn, 1950), Torres-Matrullo (1975) informó que la escala de depresión fué la de más alta elevación para una muestra de 75 mujeres puertorriqueñas. Torres-Matrullo (1980) no logro obtener los mismos resultado en un estudio subsiguiente con una muestra masculina. En una investigación sobre tratamientos psicológicos para depresión, Comas-Díaz (1981) encontró puntuaciones medias antes de tratamiento de 30, 29.75, y 28 en la Escala de Evaluación Conductal para la Depresión de Beck (Beck, Ward, Mendelson, Mock, and Erbaugh, 1961); Bumberry, Oliver, and McClure (1978) han documentado que puntuaciones más altas que 24 en la escala de Beck indican depresión severa.

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La literatura sobre la depresión en puertorriqueños residentes en Puerto Rico es mucho mas limitada que la relacionada con puertorriqueños migrantes. Varios estudios epidemiológicos hechos en Puerto Rico demuestran que, en comparación con poblaciones de norte-americanos, los puertorriqueños tienen niveles mas bajos de felicidad y niveles mas altos de sintomatología psiquiatrica (Garcia, 1974a, 1974b; Matlin, 1966, 1976). Solamente se identificaron dos estudios que tratan directamente con la presencia de depresión en puertorriqueños residentes de Puerto Rico. Gonsales-Pabón (1971b) comparó los patrones de psicopatología de una muestra de pacientes psiquiatricos norte-americanos con una muestra de pacientes puertorriqueños. Un análisis factorial de una traducción al español de la Escala de Evaluación Psiquiatrica de Wittenborn (Gonsales-Pabón, 1971a) reveló un factor de depresión en el patrón de respuestas de la muestra puertorriqueña. En otro estudio, Rafal-Guerra (1974) examinó la relación entre estado socio-económico, y depresión. Los resultados señalaron que puertorriqueñas de clase baja demuestran una incidencia de depresión mas alta y mas intensa que puertorriqueñas de clase alta.

Es evidente que la literature existente sobre la psicopatología del puertorriqueño, y en particular sobre depresión, no provee un cuadro muy claro sobre la presencia y manifestaciones de éste desorden en ésta población. Varias especulaciones acerca de la incidencia de la depresión en puertorriqueños se pueden presentar:

1. ¿Existen factores culturales que enmascaran las manifestaciones de la depresión en los puertorriqueños y, que por lo tanto, hacen difícil el que la depresión pueda ser medida por instrumentos desarrollados en los Estados Unidos?

2. ¿Existe algo intrínsico en la personalidad del puertorriqueño que cree una predisposición a otros tipos de reacciones psicopatológicas?

3. ¿Existen diferencias en la prevalencia y manifestaciones de la depresión en puertorriqueños migrantes y los no migrantes?

4. ¿Cuales son los efectos, si alguno, de el proceso de aculturación a valores y tradiciones norte-americanos en la incidencia de la depresión en los puertorriqueños?

Esta investigación examinó las manifestaciones de la depresión en personas puertorriqueñas. Puertorriqueños migrantes y no-migrantes fueron divididos en tres grupos: pacientes psiquiatricos con diagnósticos

de depresión, pacientes psiquiátricos con otros diagnósticos, y un grupo control. Se utilizaron tres escalas psicológicas: la Escala de Evaluación Conductal para la Depresión de Beck (Beck et al., 1961), la Escala Autoaplicada para la Depresión de Zung (Zung, 1965), y la Escala Behaviorista de Aculturación (Szapocznik, Arca-Scopetta, Kurtines, and Aranalde, 1978). Las siguientes hipotesis fueron examinadas:

Hipotesis 1: Va a haber una diferencia significativa en las puntuaciones en las escalas de depresión, tanto en la escala de Beck como en la escala de Zung, entre los pacientes psiquiátricos con un diagnóstico de depresión y los pacientes psiquiátricos con otros diagnósticos.

Hipotesis 2: Va a haber una diferencia significativa en las puntuaciones en las escalas de depresión, tanto en la escala de Beck como en las escala de Zung, entre los pacientes psiquiétricos con un diagnóstico de depresión y los sujetos en el grupo control.

Hipotesis 3: Va a haber una diferencia significativa en las puntuaciones en las escalas de depresión, tanto en la escala de Beck como en la escala de Zung, entre los puertorriqueños migrantes y los no-migrantes.

Hipotesis 4: Va a haber una relación significativa en las puntuaciones en las escalas de depresión, tanto en la escala de Beck como en la escala de Zung, y las puntuaciones en las Escala Behaviorista de Aculturación.

Método

Sujetos. Un total de 152 sujetos participaron en el estudio. Los siguientes criterios se utilizaron para seleccionar los sujetos:

1. Solamente se incluyeron personas entre las edades de 21 a 65 años.

2. El termino "paciente psiquiátrico" se definió como un individuo quien estuviera recibiendo tratamiento psicológico o psiquiátrico en una institución de salud mental.

3. Se excluyeron del estudio aquellos pacientes psiquiátricos cuyos trastornos estuvieran complicados por factores tóxicos, tales como adicción a drogas o alcoholismo, o por factores neurológicos, tales como retardación mental o lesiones cerebrales.

4. Para los grupos controles se seleccionaron personas quienes no tuvieran ningún historial psiquiatrico de cualquier tipo.

5. El término "puertorriqueño migrante" se definió de la siguiente manera: Una persona nacida en Puerto Rico, quien haya vivido en los Estados Unidos por lo menos tres meses consecutivos, quien haya emigrado por razones otras que para dedicarse a estudios universitarios, y quien no haya vivido mas de tres meses seguidos en Puerto Rico despues de haber emigrado a los Estados Unidos.

6. El término "puertorriqueño no-migrante" se definió de la siguiente manera: Personas nacidas en Puerto Rico, que fueran residentes permanentes de Puerto Rico, y que no hayan vivido en los Estados Unidos por mas de tres meses consecutivos.

Un total de 52 personas no cumplieron algunos de estos requisitos y por lo tanto no fueron incluidos en el estudio.

La muestra de puertorriqueños migrantes se compuso de 69 sujetos (20 hombres y 49 mujeres). Los pacientes psiquiatricos eran pacientes de consulta externa del deparamento de psiquiatría del Gouverneur Diagnostic and Treatment Center de la ciudad de Nueva York, el cual esta localizado en el sureste del municipio de Manhattan. El grupo control de Nueva York se obtuvo de la Clinica "Walk-In" del mismo centro.

La muestra de puertorriqueños no-migrante estuvo compuesta de 83 sujetos (36 hombres y 47 mujeres). Los pacientes psiquiatricos eran pacientes de consulta externa de los Centros de Salud Mental de la Comunidad de Cayey y de Caguas, Puerto Rico. El grupo control de Puerto Rico se obtuvo de tres fuentes diferentes: la escuela superior Miguel Melendez-Muñoz del pueblo de Cayey, Puerto Rico, el Deparamento de Agricultura del Gobierno de Puerto Rico, localizado en San Juan, Puerto Rico, y los laboratorios de la compañia farmacéutica Warner Lambert en Fajardo, Puerto Rico.

Los pacientes psiquiatricos, tanto los de Puerto Rico como los de Nueva York, se subdividieron en dos grupos. Aquellos pacientes quienes recibieron un diagnóstico de depresión o de sindromes relacionados a la depresión fueron incluidos en el grupo de "depresión," mientras que los pacientes quienes recibieron otros diagnósticos fueron clasificados como "no depresión." De esta maner, resultaron tres grupos en cada localización: el grupo depresión, el grupo no

depresión, y el grupo control. La Tabla 1 resume la composición demográfica de los sujetos en los seis grupos del diseño experimental.

Tabla 1. Composición Demográfica de los Sujetos[a]

	Clasificación por Diagnóstico y Localización					
	Depresión		No Depresión		Grupo Control	
Variable	PR	NY	PR	NY	PR	NY
Estado Civil						
Soltero	16.76	4.76	25.00	17.39	15.38	16.00
Casado	54.18	28.57	60.00	30.44	69.23	48.00
Divorciado	12.50	28.57	10.00	17.39	12.82	8.00
Otro	16.66	30.10	5.00	34.78	2.56	28.00
Nivel Educacional						
6to Grado o menos	33.50	66.67	30.00	47.83	---	20.00
7mo - 11mo Grado	45.83	28.57	40.00	39.13	---	52.00
12mo Grado	12.50	4.76	15.00	4.35	7.69	28.00
1 - 3 anos Univeridad	4.17	---	10.00	8.69	12.82	---
Diploma Univeruidad	---	---	5.00	---	79.49	---
Situación de Empleo						
Empleado	---	4.76	---	8.70	94.87	24.00
Desempleado	100.00	95.24	100.00	91.30	5.37	76.00
Ingreso Anual						
$ 7,000 o menos	91.67	100.00	90.00	100.00	12.82	80.00
$ 7,000 - $12,000	8.33	---	10.00	---	46.15	8.0
$12,000 - $18,000	---	---	---	---	25.64	12.00
$18,000 - $24,000	---	---	---	---	12.82	---
$24,000 o mas	---	---	---	---	2.56	---
Tiempo de Residencia en los Estados Unidos	NA		NA		NA	
10 años o mas		100.00		95.65		92.00
3 años - 10 años		---		---		8.00
3 mese - 1 año		---		4.35		---

[a]Las cifras representan el porciento (%) de sujetos de cada grupo.

Medidas. Cuatro escalas fueron utilizadas en el estudio:

1. La Escala de Evaluación Conductal de Beck (BDI): El BDI (Beck et al., 1961) se compone de 21 preguntas que miden la presencia e intensidad de depresión clínica. Cada item evalua un síntoma o actitud asociado a la depresión.

En este estudio se utilizaron la versión original del BDI (Beck et al., 1961) y una traducción al español preparada por Comas-Díaz (1981). Beck et al. (1961) demostraron que la versión en inglés tiene buena validez y confiabilidad. La versión en español se tradujo siguiendo los procedimientos detallados por Child (1968). Esta versión se uso en un estudio piloto con una muestra de 15 puertorriqueños (Comas-Díaz, comunicacion personal, abril de 1982).

2. La Escala Autoaplicada para la Depresión de Zung (SDS): El SDS (Zung, 1965) se compone de 20 preguntas que miden la frecuencia de síntomas depresivos. Cada item examina una de tres categorías principales de síntomas asociados a la depresión: síntomas afectivos, síntomas somáticos, y síntomas psicológicos.

En esta investigación se emplearon la versión original en inglés del SDS (Zung, 1965) y una traducción al español desarrollada por Conde-López, Escriba, and Izquierdo (1970). Ambas escalas tienen adecuada validez y confiabilidad, segun ha sido demostrado por Zung, Richards, and Short (1965) y por Conde-López et al. (1970).

3. La Escala Behaviorista de Aculturación (BAS): La BAS (Szapocznik et al., 1978) consiste de 24 preguntas que miden la frequencia de comportamieto asociados contradiciones cubanas o norte-americanas. Folensbee (1982) adaptó la escala para ser empleada con puertorriqueños.

Se utilizaron tanto la versión original en inglés como una traducción al español, ambas versiones siendo preparadas por Szapocznik et al. (1978) y adaptadas por Folensbee (1982). Szapocznik et al. (1978) informaron que ambas versiones poseen adequada validez y confiabilidad.

4. Un Cuestionario Demográfico: Este cuestionario se uso para examinar las siguientes variables: edad, sexo, estado civil, nivel de educación, ingresos anuales, profesión, tiempo de estancia en los Estados Unidos (para los grupos migrantes), la intención de los sujetos a quedarse en los Estados Unidos o volver a Puerto Rico (para los grupos migrantes), la intención de los sujetos a quedarse en Puerto Rico o emigrar a los Estados Unidos (para los grupos no-migrantes), y los diagnósticos de los pacientes psiquiatricos. Se utilizaron una versión en inglés y una versión en español del cuestionario. Ambas versiones fueron preparadas por este investigador. Toda la información fue ofrecida voluntariamente por los sujetos, con la única excepción

de los diagnósticos. Estos fueron obtenidos a través del personal de las institucio e salud mental con el previo consentimiento de los sujetos.

Procedimientos. Las pruebas fueron administradas en los lugares de donde se obtuvieron los sujetos. Esto es, los pacientes psiquíatricos fueron entrevistados en sus respectivas instituciones de salud mental; el grupo control de Nueva York fue entrevistado en la Clinica "Walk-In"; y los sujetos del grupo control de Puerto Rico fueron entrevistados en sus respectivos lugares de empleo. Las pueebras se administraron individualmente. En algunas ocasiones, y en particular con los pacientes psiquíatricos, se hicieron entrevistas en grupos de no mas de cinco o seis pacientes. Las pueebras fueron administradas por este investigador y por tres asis tes especialmente entrenados.

Después de ofrecer la opción de completar los procedimientos en inglés o español, el investigador o su asistente se identificó en el lenguaje escogido por el sujeto. La mayoría de los sujetos prefirieron contestar los cuestionarios en español. Ocho sujetos del grupo control de Nueva York y uno del grupo no-depresión de Nueva York escogieron el idioma inglés. También se les proveyó la opción de escoger entre leer los cuestionarios o que el investigador se los leyera. La mayoría de los sujetos en los grupos psiquíatricos pidieron que se les leyeran los cuestionarios, mientras que la mayoría de los sujetos en los grupos controles prefirieron leerlos ellos mismos. El Cuestionario Demográfico fue la primera escala presentada, seguida inmediatamente por la Escala de Beck, la Escala de Aculturación, y, finalmente, la Escala de Zung.

Resultados

La Tabla 2 presenta las anotaciones médias y las desviaciones estandares en la Escala de Beck, la Escala de Zung, y la Escala de Aculturación para los seis grupos del diseño experimental.

Correlaciones de tipo "Pearson product-moment" se calcularon para examinar la relación entre las puntuaciones médias de las dos escalas de depresión, y para examinar la relación entre las anotaciones médias en cada escala de depresión y la escala de aculturación. Los resultados demonstraron una correlación significativa entre las puntuaciones en la Escala de la Depresión de Beck y la Escala de la Depresión de Zung

Tabla 2. Anotaciones Promedio en el BDI, SDS, y BAS como Función de la Clasificación por Diagnóstico, Sexo, y Localización de los Sujetos

	Clasificación por Diagnóstico y Sexo					
	Depresión		No Depresión		Grupo Control	
Escala	M	F	M	F	M	F
Puerto Rico						
N	8	16	12	8	16	23
BDI						
X	29.75	26.38	29.50	21.13	5.13	5.30
DS	12.98	10.67	11.83	12.21	4.12	5.11
SDS						
X	52.00	50.00	57.50	42.63	31.38	32.26
DS	9.78	12.29	10.03	13.69	6.35	6.15
BAS						
X	29.13	30.50	35.00	29.63	43.88	47.78
DS	3.40	9.42	20.57	9.29	11.95	10.55
Nueva York						
N	4	17	9	14	7	18
BDI						
X	29.75	31.65	29.00	25.21	11.86	11.33
DS	20.10	10.96	11.09	13.91	12.46	6.42
SDS						
X	51.00	59.29	57.33	55.00	41.29	37.89
DS	23.51	10.07	9.50	10.95	13.21	7.61
PAS						
X	38.00	36.18	45.11	38.86	48.29	51.39
DS	10.23	12.21	20.79	16.87	19.38	18.29

(r=.83; p<.001). También se descubrió una correlación significativa, pero negativa, entre las puntuaciones en la Escala de la Depresión de Beck y las puntuaciones en la Escala Behaviorista de Acultruación (r=-.36; p<.001), así como entre las puntuaciones en la Escala de la Depresión de Zung y la Escala Behaviorista de Aculturación (r=-.27; p<.001). Estas correlaciones fueron igualmente significativas cuando se comparó las anotaciones de hombres con mujeres y de sujetos migrantes con no-migrantes. Estos resultados se utilizaron para aceptar la Hipotesis 4.

Un analisis de varianza de tipo 2x3x2 se computó utilizando la localización, la clasificación nosológica, y el sexo de los sujetos como variables independientes, y usando las anotaciones en las dos escalas de depresión y la escala de aculturación como las variables dependientes. La Table 3 resume los hallazgos de este análisis.

Los resultados mostraron diferencias significativas entre los grupos diagnósticos en las tres variables dependientes. Un análisis estadístico de Neuman Keuls reveló diferencias significativas entre las puntuaciones médias del grupo depresión y el grupo control en la Escala para la Depresión de Beck (DC=8.94; gl=140; p<.01) y en la Escala para la Depresión de Zung (DC=6.09; gl=140; p<.01). De la misma manera, se encontró una diferencia significativa entre las puntuaciones médias de el grupo no depresión y el grupo control en la Escala para la Depresión de Beck (CD=7.98; gl=140, p<.01) y en la Escala para la Depresión de Zung (CD=5.37; gl=140; p<01). Sin embargo, aunque las anotaciones médias en el BDI y el SDS del grupo depresión fueron mas altas que las de grupo no-depresión, estos resultados no fueron significativos. En base de estos hallazgos, la Hipotesis 2 fué aceptada, mientras que la Hipotesis 1 fue recharada.

El análisis de varianza también reveló diferencias significativas entre las puntuaciones médias de los puertorriqueños migrantes y las de los no-migrantes en la Escala para la Depresión de Beck (F=3.76; gl=1/151; p<.06), en la Escala para la Depresión de Zung (F=10.66; gl=1/151; p<.01), y en la Escala de Aculturación (F=6.94; gl=1/151; p<.01). En base a estos resultados, la Hipotesis 3 fué aceptada.

No se encontraron diferencias significativas entre las puntuaciones médias de hombres y mujeres en ninguna de las tres variables dependientes. El análisis de varianza sí revelo una interacción

Tabla 3. Análisis de Varianza para las Anotaciones en el BDI, SDS, y BAS como Función de la Clasificación por Diagnóstico, Localización, y Sexo de los Sujetos

Fuente de Variación	gl	Escala Depresión de Beck		Escala Depresión de Zung		Escala de Aculturación	
		MS	F	MS	F	MS	F
Localización	1	1297.75	3.76[a]	2542.80	10.66[b]	899.92	6.94[c]
Diagnóstico	2	7286.23	55.13[c]	6358.31	45.29[c]	3451.26	11.98[c]
Sexo	1	175.57	2.04	183.30	1.76	0.52	0.09
L X D	2	96.08	0.68	22.99	0.32	54.25	0.42
L X S	1	21.58	0.43	101.52	2.48	59.91	0.09
D X S	2	122.09	1.48	319.11	3.62[d]	248.50	1.18
L X D X S	2	30.17	0.23	242.52	2.16	4.18	0.02
Error	140	104.80		102.73		207.59	
Total	151						

[a] $p<.06$

[b] $p<.01$

[c] $p<.001$

[d] $p<.05$

significativa de Sexo por Clasificación Diagnóstica. Un análisis estadístico de Newman Keuls demostró que este resultado se puede explicar por las diferencias en las puntuaciones entre los grupos control y los grupos psiquiatricos.

Finalmente, un análisis de covarianza hecho utilizando la edad, la puntuación en la Escala de Aculturación, y el nivel educacional de los sujetos como covariantes indicó que estas variables no afectaron los resultados del estudio.

Discusion

Dos hallazgos de este estudio son de especial relevancia para entender la presencia de depresión en puertorriqueños. El primero y de mas importancia es el que no haya habido diferencias significativas entre las puntuaciones de los grupos depresión y no depresión en las escalas de depresión. Tres hipótesis pueden explicar este resultado. Se podría sostener que las traducciones de las escalas empleadas en el estudio no son linguística ni culturalmente apropriadas para su uso con puertorriqueños. Aunque la traducción de la Escala de Zung fue desarrollado y validada en España con una muestra española (Conde-López et al., 1970), esta traducción fue revisada por este investigador y por un estudiante puertorriqueño de la escuela graduada de pedagogía de la Universidad del Estado de Pennsylvania con la idea de que varias modificaciones semánticas harian que la escala fuera mas apropriada para uso con puertorriqueños. El hecho de que ningún sujeto en este estudio demostró dificultades en entender los items de la escala parece apoyar esta premisa. La traducción de la Escala de Beck fue desarrollada utilizando procedimientos de traducción y re-traducción ("back translation") y tomando en consideración la conveniencia linguística y cultural de la traducción (Comas-Diaz, 1981). Al tener en cuenta estas consideraciones, parece poco probale que las traducciones hayan sido el principal factor contribuyente a este resultado.

Una segunda explicación de estos resultados es que las pruebas en sí no son apropiadas para sujetos puertorriqueños. Tanto la versión original de la Escala de Beck como la versión original de la Escala de Zung fueron preparadas y validadas con muestras de sujetos norte-americanos. Al desarrollar traducciones para estas escalas, es posible que los traductores aplicaron indirectamente la base teorética de las versiones originales a las culturas en las cuales se iban a utilizar las traducciones. Berry (1969) utilizó el termino "imposed etic" para referirse a la práctica de hacer investigaciones donde se estudia y describe el comportamiento de una entidad cultural aplicando conceptos y conocimientos desarrollados y comprobados en otra cultura. Estas investigaciones asumen que estos conceptos y conocimientos son igualmente significativos y relevantes a través del mundo. En vista de los resultados de este estudio, surge entonces la posibilidad de que la

base teorética de la Escala para la Depresión de Beck y la Escala para la Depresión de Zung no es válida para poblaciones puertorriqueñas.

Una tercera hipótesis es que los diagnósticos asignados a los pacientes psiquiátricos no son válidos. Esto podría ser posible pues los criterios utilizados para definir categorías nosológicas en los Estados Unidos, y en particular los descritos en el "Diagnostic and Statistical Manual" (American Psychiatric Association, 1980), no han sido validados en la cultura puertorriqueña. Es evidente que futuras investigaciones sobre depresión se beneficiarían de utilizar medidas múltiples de clasificación, así como de considerar factores culturales intrínsicos a la muestra.

Un segundo hallazgo principal de esta investigación es la diferencia singificativa en las puntuaciones médias de depresión entre los puertorriqueños migrantes y los no-migrantes. Dos hipótesis se pueden postular acerca de este resultado. Por un lado, es posible que la tensión que acompaña a la experiencia de la migración es la razón por la cual los sujetos migrantes obtuvieron puntuaciones de depresión mas altas. Una revisión de la literatura sobre la relación entre migración y psicopatología demuestra que esta hipótesis no es tenible (Canino, Early, and Rogler, 1980; Draguns, 1980).

Como alternativa a esta hipótesis, Silva (1966) sugirió que la aculturación al nuevo ambiente del migrante causa un estado de tensión el cual resulta a su vez en niveles mas altos de psicopatología. Esta sugerencia es compatible con la correlación significativa y negativa entre depresión y aculturación que resultó de este estudio. Sin embargo, esta investigación también roveló que los sujetos de Nueva York obtuvieron puntuaciones mas altas tanto en las escalas de depresión como en la escala de aculturación. Aunque estas personas parecen haberse adaptado mas a la cultura anglo-sajona, todavía muestran puntuaciones mas altas en las escalas de depresión. Estos resultados parecen sugerir la presencia de un factor intermedio entre el nivel de aculturación y las puntuaciones de depresión de los sujetos. Tal factor podría ser el sentido de identidad cultural adoptado por el migrante. Taft (1977) utiliza el concepto de choque cultural o "culture shock" presentado por Oberg (1966) para sugerir que la confusión sobre expectativas, valores, e identidad puede resultar en problemas psicológicos en personas migrantes. Esta noción de una crisis

de identidad cultural como parte de la experiencia de los puertorriqueños migrantes en los Estados Unidos ha sido presentada repetidamente en la literatura (Christensen, 1975; Fitzpatrick, 1971; Seda-Bonilla, 1972).

La presente investigación provee evidencia de frecuentes e intensas experiencias de depresión clínica en puertorriqueños migrantes y no-migrantes. Mas investigaciones son necesarias si se quiere obtener un mejor entendimiento de la naturaleza de este desorden en los puertorriqueños. Es este tipo de investigación puede servir para sentar las bases para mejores programas de salud mental para puertorriqueños tanto en los Estados Unidos como en Puerto Rico.

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Presentation 6

A Study of the Reliability of the Escala de Inteligencia Wechsler para Ninos-Revisada with Puerto Rican Children

Maria Dolores Rodriguez*

Introduction

The assessment of individuals across cultures has received increasing attention since the mid-century. In the United States, the problems of cross-cultural assessment have been associated with minority cultures within the dominant culture. Attempts have been made to translate various available tests for minority groups (e.g., Blacks, Hispanics, and American Indians), but these have created great controversy. Professionals working with minority group children have expressed concern regarding the appropriateness of assessment instruments, especially intelligence tests, for such children.

The need for psychological instruments to measure the intellectual abilities of the Puerto Rican population has been an issue of concern for psychologists and educational agencies for many years. In order to fulfill this need, at least two tests developed in English, that have proven to be valid and reliable for a United States population, have been translated into Spanish and adapted for the Puerto Rican population in Puerto Rico, the Wechsler Intelligence Scale for Children (WISC) and the Wechsler-Adult Intelligence Scale (WAIS).

The WISC was translated (Escala de Inteligencia Wechsler para Ninos - EIWN) in 1955 by a group of persons from the Department of Public Instruction of Puerto Rico, providing psychologists with an instrument to assess children between 6 and 16 years of age. The EIWN was validated with a total of 128 children in three different experiments (Roca, 1955). Roca (1955) suggested that because the sample on those experiments was inadequate, the EIWN should be revised and validated accordingly. Norms for the EIWN for the Puerto Rican population were never developed.

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The need of an instrument to measure intellectual abilities of the adult population resulted in the translation and adaptation of the Wechsler Adult Intelligence Scale (Escala de Inteligencia Wechsler para Adultos - EIWA). The Department of Psychology at the University of Puerto Rico, with the cooperation of the Psychological Corporation, translated the test in 1965 (Wechsler, 1968). The standardization of the EIWA consisted of a random sample of 1,127 subjects, ages 16 and above, representative of the adult population of Puerto Rico in 1965 (Wechsler, 1968). Along with the standardization of the EIWA, norms were developed for the adult population by age groups.

The Wechsler Intelligence Scale for Children - Revised was translated into Spanish in 1977, and norms were formulated by testing students in Dade County, Florida, a predominantly Spanish-speaking sample of Cuban origin. In order to assure that the test was appropriate for other Spanish-speaking populations, Martin (1977) recommended item validation and norming studies with other groups of Spanish-speaking children.

The Psycological Corporation followed through on Martin's (1977) suggestions and prepared the Escala de Inteligencia Wechsler para Ninos - Revisada (EIWN-R). This experimental version of the EIWN-R is not considered a fully developed intelligence scale because the test was published without norms for representative samples of Hispanic children. The EIWN-R (Experimental Version) consists of the same subtests and the same items as the WISC-R, with the exception of the Vocabulary subtest, on which two words were eliminated (The Psychological Corporation, 1982). Although the items are the same as the WISC-R, there was reordering of items on the Information, Picture Completion, Vocabulary, and Comprehension subtests.

The purpose of this study was to determine if the experimental version of the Escala de Inteligencia Wechsler para Ninos - Revisada (1982) was a reliable instrument when used with a group of children in Puerto Rico.

Method

Sample. The sample consisted of 51 pupils from a town in the Central Mountain Region of Puerto Rico. This sample was selected at

random from within pre-existing groups of regular elementary school children. The sample consisted of 25 fourth-grade pupils and 26 fifth-grade pupils.

Instrumentation. Escala de Inteligencia Wechsler para Ninos - Revisada (Research Edition) (EIWN-R) is a translation and adaptation from English to Cuban-Spanish of the WISC-R. The age range of the EIWN-R, like that of the WISC-R, is 6 through 16 years.

Procedure. The testing was conducted in Puerto Rico by the researcher during the months of March, April, and May. After securing permission from the school authorities, a letter was sent to all parents informing them that the test would be administered in the school and requesting permission for the administration, should their child be selected. The researcher then proceeded to select participants by using a table of random numbers (Kerlinger, 1973). Among the subjects selected, five (or about 10%) refused to participate. Once the subjects were identified, the researcher met with the subjects for a period ranging from one and one-half hours to three hours. In administering the test, instructions and procedures in the EIWN-R manual were followed. All items were administered to each subject and all responses were recorded.

Results

The data collection was conducted in March, April, and May, 1983, with a total sample of 51 students. All items were administered to each student and all responses were recorded.

Table 1 shows the alpha coefficient of reliability and standard error of measurement for the Verbal and Performance subtests, excluding Coding and Digit Span. Subtests on the Verbal Scale yielded the higher coefficients of reliability, ranging from .53 for Arithmetic to .80 for Vocabulary. Coefficients of reliability for the subtests on the Performance scale ranged from .40 for Object Assembly to .67 for Block Design. Based on the nine subtests, a total alpha coefficient of .92 was obtained. This total test reliability coefficient compares favorably with the split-half correlation (corrected by the Spearman-Brown formula) of .95 obtained for the WISC-R for 10.6-year-old children.

Table 1

Alpha Coefficient of Reliability and Standard Error of Measurement for the Verbal and Performance Subtest Raw Scores of the EIWN-R for 51 Children Ages 9-5 to 13-1

Source	Alpha	SEM
Verbal Scale		
Information	.70	1.49
Similarities	.79	2.21
Arithmetic	.53	1.24
Vocabulary	.80	3.19
Comprehension	.71	2.33
Performance Scale		
Picture Completion	.54	1.57
Picture Arrangement	.66	4.45
Block Design	.67	4.74
Object Assembly	.40	3.58
Total Test (9 subtests above)	.92	9.68

Test-retest coefficients are provided in Table 2 for the two subtests, Coding and Digit Span, for which coefficient alpha is not appropriate. These coefficients of .70 and .78 are in the upper half of the subtest reliability coefficients and enhance the internal consistency of the total test.

Table 2

Test-retest Reliability for Coding and Digit Span

Source	r
Coding	.70
Digit Span	.78

Point biserial correlations for each item with both the subtest total and the total test as a whole were calculated as another indicator of the internal consistency of the test. The items for the Coding and Digit Span subtests were excluded.

A summary of the items showed that in all subtests the items were generally ordered from less to most difficult. However, it is suggested that consideration be given to reordering 22 items (see Figure 1). Several items, although with a good level of difficulty, yielded non-significant subtest-total correlations, suggesting a need for re-evaluation. Most of the items were demonstrated to be appropriate.

Scales scores were derived by converting raw scores into scale scores using the WISC-R manual. Once the scaled scores were obtained for each subtest, correlations between subtests were calculated. Table 3 presents the correlation coefficients for the scaled scores for each subtest, Verbal, Performance, and Full Scale total scores.

The statistical analysis indicates that there is a high correlation between the Verbal, Performance, and Full Scale total scores. The highest correlation was between the Verbal and Full Scale (.94) scores, and the lowest correlation was between Arithmetic and Picture Completion subtests (.20). As expected, subtests on the Verbal Scale correlated high among themselves, and the same occurred among the Performance Scale subtests.

The results suggest that the EIWN-R, with minor modifications, is ready for norming with a representative sample of children in Puerto Rico. The sample should be composed of at least 100 children of each age level for which the test is appropriate (i.e., 6-12 years).

Roca (1955) translated the WISC and conducted a study with 120 children to determine item difficulty. Although this instrument is widely used to diagnose Puerto Rican children, there are currently no local norms. It is recommended that local norms for the EIWN-R be formulated and attached to the manual.

There are currently about 150,000 children that attend private schools in Puerto Rico. The test should be administered to a sample of this population so that the local norms are representative of the total school population.

With the EIWN-R in the market, the Hispanic communities in the United States and the children of Puerto Rico have an instrument that

Subtest	Items and Actual Order		Suggested Order
	WISC-R	EIWN-R	
Information	1. How do you call this finger?	3. ¿Cómo se llama este dedo?	9
	10. How many things make a dozen?	8. ¿Cuántas cosas tiene una docena?	12
	18. Name the month that comes next after March.	10. ¿Qué mes viene después de marzo?	5
	13. What does the stomach do?	12. ¿Qué es lo que hace el estomago?	15
	28. What are hieroglyphics?	16. ¿Qué son geroglíficos?	16
Picture Completion	6. Mirror	6. Espejo	11
	8. Elephant	8. Elefante	16
	10. Dresser	10. Ropero	13
	12. Boy	17. Muchacho	10
	24. Telephone	24. Teléfono	21
Similarities	3. Shirt-hat	3. Camisa-sombrero	7
	4. Piano-guitar	4. Piano-guitarra	6
	12. Scissors-copper pan	12. Tijeras-sartén de cobre	14
	17. Salt-water	17. Sal-agua	13

Figure 1. Actual order of selected subtest items in the WISC-R and EIWN-R and suggested order for these items.

Subtest	Item and Actual Order		Suggested Order
	WISC-R	EIWN-R	
Vocabulary	6. Nail	6. Clavo	12
	19. Hazarous	10. Peligroso	16
	12. Diamond	11. Diamante	18
	10. Join	12. Juntar	14
	13. Gamble	13. Apostar	17
	17. Nuisance	16. Estorbo	8
Comprehension	7. In what ways is a house built of brick or stone better than one built of wood?	4. ¿Por qué es mejor una casa de ladrillo o de piedr que una de madera?	6
	13. Why is it good to hold elections by secret ballot?	13. ¿Por qué es bueno tener elecciones por voto secreto?	12

Figura 1 (continued).

Table 3

Correlation Coefficients for Subtests, Verbal, Performance and Full Scale Scaled Scores

	Information	Similarities	Arithmetic	Vocabulary	Comprehension	Digit Span	Picture Completion	Picture Arrangement	Block Design	Object Assembly	Coding B	Verbal Scale Total	Performance Scale Total
Similarities	0.6457												
Arithmetic	0.6076	0.4336											
Vocabulary	0.7969	0.6275	0.5725										
Comprehension	0.5590	0.5718	0.5218	0.6348									
Digit Span	0.4597	0.3818	0.5233	0.3941	0.3215								
Picture Com.	0.2986	0.4971	0.2040	0.3633	0.3044	0.2165							
Picture Arr.	0.2866	0.3591	0.3125	0.4081	0.3845	0.2874	0.3009						
Block Design	0.3760	0.5289	0.4672	0.3892	0.3938	0.2923	0.4838	0.2323					
Object Ass.	0.3583	0.3537	0.3934	0.3997	0.3547	0.2765	0.4823	0.3435	0.6810				
Coding	0.5976	0.4463	0.4725	0.6265	0.4536	0.4330	0.4562	0.4672	0.2780	0.3822			
Verbal	0.8763	0.8160	0.7297	0.8927	0.7908	0.5017	0.4123	0.4417	0.5243	0.4509	0.6340		
Performance	0.5446	0.6011	0.5415	0.6408	0.5240	0.4124	0.7421	0.6306	0.7108	0.7857	0.7160	0.6960	
Full Scale	0.7900	0.7039	0.6911	0.8526	0.7419	0.4953	0.5986	0.5726	0.6513	0.6486	0.7353	0.9410	0.8918

might serve the purpose of measuring intellectual abilities. The EIWN-R should be used as a tool in research projects concerning the prediction of academic abilities of children in bilingual education programs and special education programs throughout Puerto Rico and the United States to assure the proper placement and the "right to education" to Spanish-speaking children.

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